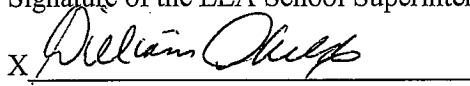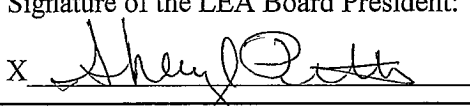**Attachment B**        **SIG GRANT--LEA Application FY 13**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

| Legal Name of Applicant:<br>Litchfield Community Schools<br>Litchfield Elementary School | Applicant's Mailing Address:<br>Litchfield Community Schools<br>210 Williams St.<br>Litchfield, MI 49252 | |
|---|---|---|
| LEA Contact for the School Improvement Grant<br><br>Name: Dr. Corey Helgesen<br><br>Position and Office: Principal<br><br>Contact's Mailing Address:<br>210 Williams St.<br>Litchfield, MI 49252<br><br>Telephone: 517-542-2388<br><br>Fax: 517-542-2580<br><br>Email address: chelgesen@litchfieldschools.com | | |
| LEA School Superintendent/Director (Printed Name):<br>Bill Childs | | Telephone:<br>517-542-2388 |
| Signature of the LEA School Superintendent/Director:<br>X _William Childs_ | | Date:<br>5/30/2014 |
| LEA School LEA Board President (Printed Name):<br>Sheryl Pitts | | Telephone:<br>517-542-3022/517-398-2729 |
| Signature of the LEA Board President:<br>X _Sheryl Pitts_ | | Date:<br>5/30/2014 |

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

District Name: Litchfield Community Schools

ISD/RESA Name: Hillsdale ISD

District Code: 30400

ISD Code: 30000

## FY 2013
## School Improvement Grant – Section 1003(g)
## District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

[ ] **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.

[X] **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

[ ] **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

[ ] **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Priority schools it will serve with a School Improvement Grant.**

From the list of eligible schools (Attachment I), an LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school. Detailed descriptions of the requirements for each intervention are in Attachment II.

| SCHOOL NAME | NCES ID # | INTERVENTION | | | |
|---|---|---|---|---|---|
| | | turnaround | restart | closure | transformation |
| Litchfield Elementary | 262175005874 | | | | X |
| Litchfield High School | 262175005873 | | | | X |
| | | | | | |
| | | | | | |

Note: An LEA that has nine or more Priority schools may not implement the transformation model in more than 50 percent of those schools.

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

For each Priority school that the LEA commits to serve, the LEA must:

1. **Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.**
   *The LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.)* **Maximum length 1 page**

Litchfield Community Schools (LCS) used data dialogues as the basis for analyzing the needs of the school. Numerous stakeholders were involved in the process, which helped us determine that in rapid turnaround and improving student achievement at LCS must focus on the following:

**Literacy:** Through the use of aligned longitudinal annual data, we are working to improve student achievement in reading in accordance with the new annual measurable objectives for LCS, focusing specifically on improving reading comprehension of informational text. This goal is the focus of all grade levels and content areas, and was created through a data dig of MEAP results. Proficiency levels over the past five years have been within a range of 34% to 49%, indicating that more than half of the students at LCS have not met proficiency in reading. Results have shown little improvement in reading, as scores are relatively flat over time. It can be specifically noted that LCS students in the 3rd, 4th, 5th and 6th grades are not making adequate gains in reading. Based on the 7th and 8th grade MEAP reading results, student proficiency levels have decreased from 77% to 50% over the past three years. At the high school level, the MME/WorkKeys/ACT results revealed a range of proficiency between 21% - 52% over the past five years. These scores are not acceptable for the academic growth of Litchfield students. A review of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results from September 2013 also indicated concerns in the development of early literacy skills.

**Mathematics:** We will improve student academic performance in math in accordance with the new annual measurable objectives for LCS by focusing on the following strands: number and operations (elementary, K-5), expressions and equations (secondary, 6-8), and problem solving with real life applications (secondary, 9-12). These goals were developed through a data dig of MEAP results. A lack of improvement in math skills has been observed, with proficiency levels over the past five years within the range of 11% to 24%. These scores indicate that more than 3/4 of students at Litchfield Community Schools have not met proficiency in mathematics, scores which have remained low and flat over time. It can be specifically noted that LCS students in grades the 3rd, 4th, 5th and 6th grades are not making adequate gains in mathematics.

**Leadership, Infrastructure, and Instructional Capacity.** Data from the ERS Resource Check and SchoolCheck, along with the discoveries of our causal categories from data dialogues, indicated a weakness in the areas of Instructional Leadership, Infrastructure and Instruction. As a result, we are engaging in Professional Learning Communities (PLCs) focused on teaching for learning through data-based decision making and developing a Multi-Tiered System of Support to ensure achievement for all students through both prevention and intervention systems. We have incorporated instructional coaching to support the teaching staff and have implemented of a rigorous and engaging curriculum aligned to the Common Core State Standards.

2. **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Maximum length 1 page**

There are two different schools within our district, which is located within a small rural community. The LEA has both the interests and the capacity to support and sustain continuous implementation of the required activities identified in this SIG grant. LCS is a significant part of the Litchfield community and crucial to its success; as a result, the City of Litchfield, local businesses, and community members at-large will be receptive to assisting in the school's success in whatever way possible. The sustainability and continuous support of the LEA is comprised of a collaborative effort of the administration, appointed staff leaders, alumni, board members, and other office personnel who will work tirelessly to improve the school's overall performance, as already in motion, in keeping with the Reform Plan.

A systematic process is in place that will enable LCS to effectively implement the SIG grant. Budget details, as listed on table, exhibit a balanced budget. The data system provided through SIS allows the pupil accounting of the district's student attendance. Pinnacle is a system that is utilized to assist teachers in understanding the grade reports and progress of individual students.

The LEA is able to provide supports in teaching and learning around aligned curriculum resources. The materials and technology utilized within the district currently is systematically organized to train new implementations via a technology director. Formative and summative assessments include predictor testing and MTSS progress monitoring. All new teachers will receive a mentor. The LEA will offer protected early-release days that correlate to the ILCs and other PLCs intended for teacher data collaboration.

The plan reflects a vision of rapid improvement, and incorporates new Board-approved policies, including 1) a teacher accountability measuring system, STAGES; 2) late work policies for students; and 3) other student policies including use of data walls, a new student handbook, tardiness tracking, truancy letters.

As part of the plan, a new recruitment process has been in place to attract, support, and sustain talented individuals who would best serve the district. There is an evaluation component for all staff members through the STAGES platform. A built-in 80 minute collaborative block of time is required for all teachers each and every week within the ILC early release time to support teachers in working with colleagues to improve teaching and learning.

**Note: If the LEA is not applying to serve each Priority school, explain why it lacks capacity to serve each Priority school.**

*If an LEA claims lack of sufficient capacity to serve each Priority school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Priority schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.*

*The notification must include the following:*

- *A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating in at least 15 of the 19 areas with a description of efforts to improve.*

- *Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels.*

3. **For each Priority school in this application, the LEA must describe actions taken, or those that will be taken, to Maximum length 3 pages:**

### a. Design and implement interventions consistent with the final Requirements

All professional development will be aligned to the ideas of improving reading comprehension of informational text and improving math performance in number and operations (grades K-5), expressions and equations (grades 6-8) and problem solving with real life applications (grades 9-12) which were identified through our data dialogue. Professional development will be provided to the staff to support the implementation of strategies to achieve these goals.

Aligned professional development will also be ongoing through the use of Professional Learning Communities (PLCs). Data will be used to inform individual classroom instruction. This professional development was developed by the priority schools leadership team. The principal has full operational flexibility to oversee and administer professional development that is aligned to the reform plan.

As of the 2013-14 school year, professional development is job-embedded through the use of weekly PLCs, focusing on data-driven teaching for learning areas outlined above. During this time, K-2, 3-5, 6-8, 9-12 grade teachers will work in collaborative teams.

Beginning with the 2014-2015 school year, LCS will use data to align our professional development to meet the needs of our staff and students. We envision that we will continue to focus on and refine our use of data within our PLCs to strengthen our multi-tiered system of support and meet the needs of all students. We will provide additional support for teachers in the area of differentiated instruction. We will take advantage of experts to support individual teachers with rigorous professional development, lessons and assessments. We will also continue to support high academic achievement through professional development designed to promote a positive school culture that is responsive to all students' needs.

A Customized Program of Expert Support (CPES) will include MSU Faculty, MSU Office of K-12 Outreach Specialists, Doctoral students, and other University staff in provision of access to research-based best practices, resources and strategies aimed at addressing an identified need for a SIG School Cummings School. The process will begin with an appropriate needs assessment in order to accurately identify current practices, relevant data, and areas of strengths and challenges related to MTSS-RTI programming at the school. Working with school leadership to analyze the results of the needs assessment, MSU faculty and staff will design a data-based CPES with methods and resources that are aligned with the needs and goals of the SIG School.

MSU is ranked #1 in Elementary and Secondary Education and in the Top Ten in Curriculum and Instruction; Administration and Supervision; Educational Psychology; Educational Policy; Rehabilitation Counseling. These highly ranked programs are home to world renown best practices and resources developed by leaders in education in urban settings. MSU staff, will lead MTSS-RTI practical hands-on seminars—intensive day long workshops held monthly throughout the academic calendar, and institutes—intensive consecutive 3-day workshops held in the summer that will build capacity for school and district staff to sustain school improvement efforts by supporting all students with high quality MTSS-RTI programming after the 3-year cycle.

## b. Select external providers from the state's list of preferred providers

Litchfield Community School has chosen Michigan State University (MSU) from the Michigan Department of Education's preferred list of external providers based on demonstrated success with development of school-wide coherence for implementing school reforms.

## c. Align additional resources with the interventions

Litchfield Community Schools (LCS) will align the following resources to support interventions:

- Title I School-wide: In 2013-14, LCS transitioned to a school-wide Title I program.
- Curriculum align all resources to Michigan Common Core State Standards.
- Pacing guides aligned to each grade and subject with use of Power Standards.
- Use of data walls to display results of formative assessments from six week learning cycles.
- Tier I, II, and III RTI will require deeper support and more effective framework models.
- Differentiated Instruction and individualized engagement needs effective PD and support.
- Interactive Whiteboards to assist instructional delivery. PD to ensure all are supported.
- Parental and community support through activities based on literacy and numeracy.
- One-to-one computer technology to equip learners with tech-based instruction.
- Before and after-school enrichment and tutorial functions to meet the learner's needs.
- Restocked library media center to ensure literature is current and of interest.
- Accelerated Math & Destination Reading & Math: Used to supplement and reinforce classroom reading and math instruction.
- easyCBM Math: Will be administered three times per year. Data to determine support.
- Reading Street Series: Teachers will administer pre/post tests for every unit. Results to determine needed instructional changes such as flexible grouping.
- Sets of Books in ELA Classrooms: Teachers to have access to up-to-date literature.
- DIBELS will be used for progress monitoring and to determine necessary interventions in instruction.
- MAPS NWEA: Diagnostic tests determining student progress to national norm.
- Professional Learning Communities: To be a collaborative learning model for teachers.
- Six-Minute Solution: LCS will use as a valuable complement to ELA instruction.
- Assessment and continued monitoring of student growth per assessment generators.
- Leveled-readers to improve access to literacy materials based upon growth.
- Professional library to have materials for PD onsite and pertinent to individualized professional needs according to populations taught and personal growth requirements.
- Access to support for at-risk students to receive counseling and emotional/mental support.

- MSU to support staff through coaching, mentoring, and expertise guidance.
- Data desegregation and implicational impact of previous, current, and future instruction.
- Technology manager to support installation of initial technology influx, long-term assistance.

## d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

LCS is currently home to 285 students and 18 teachers. A dramatically modified schedule, which includes an addition of 212 hours, has been established to effectively share staff across grades in order to meet the academic needs of our students. The extended time is used for enrichment, support and remediation of student learning and to increase the collaboration time for teachers.

Increased Time: (Beginning in 2013-14)

1. 37.5 hours by adding five instructional days during the year
2. 32.5 hours by adding five PD days to the calendar
3. 45.33 hours by adding Professional Learning Communities
4. 57 hours by adding 20 minutes to the school day
5. 39.67 hours by revising the schedule to add core instructional time during the existing day

## e. Sustain the reforms after the funding period ends

Increased sustainability and capacity will be facilitated by the ongoing professional development which helps to cultivate and support building level systemic change. Professional development will be focused on the three fundamental changes of Professional Learning Communities, Instructional Learning Cycles and a Multi-tiered system of Supports. After the grant has ended, the Leadership team will have the capacity, structures, tools, and resources in place to continue supporting continuous improvement in teaching and learning in the school.

The following professional development will provide sustainability for years to come.

**Professional Learning Communities:**
- Formative Assessment
- Pacing guides
- Book studies
- Professional Library

**Instructional Learning Cycle:**
- Improved instructional programs
- Power Standards

**Multi-tiered System of Supports:**
- Differentiated Instruction professional development
- Six Minute Solution
- Read 180
- Accelerated Math
- What I Need (Intervention time)

> Other aspects of the sustainability will include, extended learning time, parent and community involvement, and additional technology. New staffing will help to cultivate increased capacity within existing staff in order to establish and maintain opportunities for advancement. Within the reform plan the school has identified a systematic process in which to reward and retain teacher

**4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application.** *Include*

*the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:*

| Action Step | Person Responsible | Start Date | End Date | Success Metric |
|---|---|---|---|---|
| **Pre-Sig R&R Plan Implementation** | | | | |
| Professional Development: <br> • MTSS <br> • CEIM math <br> • Instructional Coaching <br> • Differentiated Instruction <br> • PBIS <br> • Book Studies | Principal, Leadership Team, HISD, MSU Intervention Specialist | Fall 2013 | Ongoing | • Evaluations <br> • Monthly PD Calendar |
| Professional Learning Communities | Principal and Staff | Fall 2013 | Ongoing | |
| Instructional Learning Cycles | Principal, staff and Instructional Coaches | Fall 2013 | Ongoing | • Pre/post tests <br> • Adult Reflection Table <br> • Improved student achievement scores <br> • Meeting minutes |
| Leadership Team Meetings | Principal, Leadership Team, HISD, MSU Intervention Specialist | Fall 2013 | Ongoing | • Successful monitoring of Reform Redesign plan implementation <br> • Meeting minutes <br> • Monitor matrix scoring <br> • Leading and lagging indicators <br> • Data wall |
| Implement teacher and administrator evaluation tools, including student growth metric. | Board of Education and Principal | Fall 2013 | Ongoing annually | • Completed timely evaluations |
| Implement staff rewards and removal procedures | Principal | Fall 2013 | Ongoing annually | • Monthly rewards <br> • Staff manual outlining removal procedures <br> • Removal of ineffective staff |

| | | | | |
|---|---|---|---|---|
| Implement strategies to recruit/retain highly qualified staff | Principal and Leadership Team | Fall 2013 | Ongoing | • Hiring process<br>• Retaining highly qualified staff<br>• Recruiting highly qualified staff |
| Alignment of instructional programming with CCSS | Principal, Leadership Team, Instructional Coaches and Staff | Fall 2013 | Ongoing | • Fully aligned curriculum to the CCSS<br>• Pacing guides<br>• Published curriculum documents |
| Increased Learning Time, Days and Minutes | Board of Education | August 2013 | Ongoing | • Written processes established and published by the Board of Education<br>• Letter of Understanding signed by the Litchfield Education Association |
| Improvements in Family and Community Engagement | Board of Education, Administration and staff | Fall 2013 | Ongoing monthly | • Rosters and sign in data<br>• Surveys<br>• Agendas and artifacts from events |
| Operational Flexibility | Board of Education and Administration | Fall 2013 | Ongoing | • Budget reports<br>• Monthly board meeting/reports<br>• Building schedules |
| Ongoing Technical Support | ISD, MSU, Board of Education and MDE | Fall 2013 | Ongoing annually | • SRO monitoring reports<br>• Agendas and artifacts from meetings |
| **Pre-Sig R&R Plan Implementation – Summer 2014** | | | | |
| Sign contract with external provider | Board of Education | Upon approval | | Receive the grant |
| Grant Coordinator/ Data Coach Interviews | C. Helgesen | July 2014 | August 2014 | Grant Coordinator/ Data Coach hired |
| Family Liaison | C. Helgesen | July 2014 | August 2014 | Family Liaison hired |
| Mental Health Services Provider | C. Helgesen | July 2014 | August 2014 | Mental Health Services Provider hired |
| Purchase technology | Administration | July 2014 | Ongoing | • Purchase Orders |

| | | | | • Instillation of Technology | |
|---|---|---|---|---|---|
| **Sig Implementation – September 2014-2017** | | | | | |
| MSU coaches assigned | MSU, Administration, Leadership Team | September 2014 | Ongoing through the length of the grant | • Assignment notice from MSU<br>• Meeting agendas and sign sheets | |
| September 2014 PD | C. Helgesen | September 2014 PD | September 2014 PD | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. | |
| October 2014 PD | C. Helgesen | October 2014 PD | October 2014 PD | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. | |
| November 2014 PD | C. Helgesen | November 2014 PD | November 2014 PD | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. | |
| December 2014 PD | C. Helgesen | December 2015 | December 2015 | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. | |
| January 2015 PD | C. Helgesen | January 2015 | January 2015 | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. | |
| February 2015 PD | C. Helgesen | February 2015 | February 2015 | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. | |

| | | | | |
|---|---|---|---|---|
| March 2015 PD | C. Helgesen | March 2015 | March 2015 | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. |
| April 2015 PD | C. Helgesen | April 2015 | April 2015 | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. |
| May 2015 PD | C. Helgesen | May 2015 | May 2015 | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. |
| June 2015 PD | C. Helgesen | June 2015 | June 2015 | Procuring necessary trainers and/or materials. An evaluation upon completion will be given to all staff trained. |
| **SIG Implementation - Ongoing** | | | | |
| For years two and three the grant coordinator in conjunction with the administration will continue to implement and move forward with the school improvement grant by using data and stakeholder input to create continued sustainability within the district. | C. Helgesen, Board of Education, SIG Coordinator and MSU | Year Two | Year Three | A sustainable transformative district. |

**5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Priority schools that receive school improvement funds.**

|  | Current Proficiency Rate 2014-15 | Goal for 2015-2016 | Goal for 2016-2017 | Goal for 2017-2018 |
|---|---|---|---|---|
| Reading | 54.38% | 58.75% | 63.13% | 67.50% |
| Mathematics | 36% | 43% | 50% | 57% |
| Writing | 40.18% | 46.58% | 52.99% | 59.39% |
| Social Studies | 36.41% | 43.35% | 50.29% | 57.23% |
| Science | 29% | 37% | 45% | 53% |

6. **For each Priority school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)**

7. **Describe the goals established (subject to approval by the SEA) in order to hold
accountable its Priority schools that receive school improvement funds. (No response needed.)**

8. **As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA. Maximum length 1 page**

As a District with two schools in the same physical building, the consultation with relevant stakeholders was done within the single building. The stakeholders involved were already established due to the Reform Redesign Report. Those stakeholders include, the School Improvement Facilitator, the leadership team, the new administrator, school board and staff. The stakeholders collaboratively developed the plan at staff/school improvement meetings. Parent, student and community input was given through meetings and surveys.

The stakeholders collaboratively developed the plan at staff/school improvement meetings. Parent input was given through meetings and surveys. The leadership team also met to discuss the plan and ensure alignment with reform initiatives already in place. These requirements were discussed in detail with all stakeholders. Parent input was solicited for the plan. As we finished components, we met or emailed copies to stakeholders for input. The leadership team then met and came to a consensus about the finalized plan. The school board, parents, and staff were kept informed throughout the process. Responsibilities were divided amongst the group, with consensus coming from the whole group as sections were completed. Perception data was gathered from students, parents, community members, and staff through surveys.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.**

- o The LEA must provide a budget *(see budget submission packet, beginning on the following page)* that indicates the amount of school improvement funds the LEA will use each year to—
  - o Implement the selected model in each Priority school it commits to serve;
  - o Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools; and
  - o Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA's application.

> Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.
>
> An LEA's budget for each year may not exceed the number of Priority schools it commits to serve multiplied by $2,000,000.

**Litchfield Community Schools District Identified Priority Schools:**

| LEA / MSU K-12 Outreach Programs - BUDGET | | | | | |
|---|---|---|---|---|---|
| | Year 1 Budget | | Year 2 Budget | Year 3 Budget | Three-Year Total |
| | Pre-implementation | Year 1 – Full Implementation | | | |
| Priority School #1 LCS Elementary School | $715,000 | $486,000 | $483,290 | $475,230 | $2,159,520 |
| Priority School #2 LCS Middle/High School | $745,000 | $540,110 | $534,090 | $526,330 | $2,345,530 |
| LEA-level Activities | $300,000 | | $275,000 | $250,000 | $825,000 |
| Total Budget | $1,760,000 | | $1,292,380 | $1,251,560 | $5,330,050 |

# SCHOOL IMPROVEMENT GRANT BUDGET

## APPLICANT INFORMATION

*TYPE OR PRINT:*

<table>
<tr>
<td rowspan="4"><strong>APPLICANT</strong></td>
<td>Legal Name of District<br>Litchfield Community Schools</td>
<td>District Code<br>30040</td>
</tr>
<tr>
<td>Address of District<br>210 Williams St</td>
<td></td>
</tr>
<tr>
<td>City and Zip Code<br>Litchfield, MI 49252</td>
<td>Name of County<br>Hillsdale</td>
</tr>
<tr>
<td>Name of Contact Person<br>Dr. Corey Helgesen</td>
<td>Title<br>Principal</td>
<td>Telephone (Area Code)<br>(571) 542- 2388</td>
</tr>
<tr>
<td rowspan="2"><strong>CONTACT PERSON</strong></td>
<td>Address<br>210 Williams St.</td>
<td>City<br>Litchfield</td>
<td>Zip Code<br>49252</td>
</tr>
<tr>
<td>E-Mail Address<br>chelgesen@litchfieldschools.com</td>
<td>Facsimile (A.C./No.)<br>(517) 542- 2580</td>
</tr>
</table>

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL                          Date

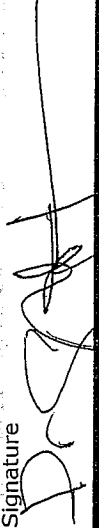_William Clyff_____          _5/30/2014_

SIGNATURE OF LEA BOARD PRESIDENT                                            Date

_Sheryl Betts_____          _5/30/2014_

15

# SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority school.  Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project.  List the name of the school building for which you are applying below.  **(Please use duplicate pages as necessary.  A separate budget and budget detail narrative is required for each building.  The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities.  See Page 7 for example.)**

SCHOOL BUILDING

| Legal Name of School Building<br>Litchfield Elementary | Building Code<br>02238 | Name and Title of Authorized Representative<br>Dr. Corey Helgesen/Principal |
| --- | --- | --- |
| Mailing Address (Street)<br>210 Williams St. | | Signature |
| City<br>Litchfield | Zip Code<br>49252 | Telephone (Area Code/Local Number)<br>(517) 542- 2388 | Date Signed (m/d/yyyy)<br>5/30/14 |
| Name and Title of Contact Person<br>Dr. Corey Helgesen | | Mailing Address (If different from agency address) |

16

# SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

**INSTRUCTIONS:** The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). *Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.*

## 1. BUDGET SUMMARY FOR: Litchfield Community Schools: Elementary

| LEGAL NAME OF APPLICANT: | | | | | District Code | |
|---|---|---|---|---|---|---|
| Litchfield Community Schools: Dr. Corey J. Helgesen | | | | | 30400 | |
| MDE USE ONLY | Grant No. | Project No. | Project Type | Ending Date | | FY of Approved Activity |
| | | | | | | 2014 |

## 1. BUDGET SUMMARY FOR: Litchfield Community Schools: Elementary

| FUNCTION CODE | FUNCTION TITLE | SALARIES | BENEFITS | PURCHASED SERVICES | SUPPLIES & MATERIALS | CAPITAL OUTLAY | OTHER EXPENDITURES | TOTAL EXPENDITURES |
|---|---|---|---|---|---|---|---|---|
| 110 | Instruction – Basic Programs | 0 | 0 | 0 | 64000 | 0 | 0 | 64000 |
| 120 | Instruction – Added Needs | 0 | 0 | 125000 | 175000 | 0 | 0 | 300000 |
| 210 | Pupil Support Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 211 | Truancy/Absenteeism Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 212 | Guidance Services | 0 | 0 | 165000 | 0 | 0 | 0 | 165000 |
| 213 | Health Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 214 | Psychological Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 216 | Social Work Services | 0 | 0 | 165000 | 0 | 0 | 0 | 165000 |
| 220 | Instructional Staff Services | 0 | 0 | 1155000 | 0 | 0 | 0 | 1155000 |
| 221 | Improvement of Instruction | 0 | 0 | 150000 | 30000 | 0 | 0 | 180000 |
| 225 | Instruction Related Technology | 0 | 0 | 180000 | 210000 | 305000 | 0 | 695000 |
| 227 | Academic Student Assessment | 0 | 0 | 0 | 12000 | 0 | 0 | 12000 |
| 230 | General Administration | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 232 | Executive Administration | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 240 | School Administration | 0 | 0 | 30000 | 0 | 0 | 0 | 30000 |
| 250 | Support Services Business | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

17

| Code | | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| 257 | Internal Services | 0 | 0 | 0 | 0 | 0 | 0 |
| 266 | Operation and Maintenance | 0 | 0 | 0 | 0 | 0 | 0 |
| 280 | Central Support Services | 0 | 0 | 0 | 0 | 0 | 0 |
| 281 | Planning, Research, Development, and Evaluation | 0 | 0 | 0 | 0 | 0 | 0 |
| 283 | Staff/Personnel Services | 0 | 0 | 0 | 0 | 0 | 0 |
| 300 | Community Services | 0 | 0 | 0 | 0 | 0 | 0 |
| 311 | Community Services Direction | 0 | 0 | 0 | 0 | 0 | 0 |
| 331 | Community Activities | 0 | 45000 | 45000 | 0 | 0 | 90000 |
|  | SUBTOTAL | 0 | 2015000 | 536000 | 305000 | 0 | 2856000 |
|  | Indirect Costs 4.5 % Restricted Rate | 4.50% | 4.50% | 4.50% | 4.50% | 4.50% | 4.50% |
|  | TOTAL | 0 | 2105675 | 560120 | 318725 | 0 | 2984520 |

## 2. BUDGET DETAIL

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. *(Provide attachment(s) as needed.)*

5/31/2014    _William [signature]_

Date      **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

5/31/2014    _William [signature]_

Date      **SUPERINTENDENT/DIRECTOR SIGNATURE**

18

**4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

## ASSURANCES AND CERTIFICATIONS

## STATE PROGRAMS

- **INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Sign and return these pages with the completed application.**

**CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**
No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**
The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

**ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010**
When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

**ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**
The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

**CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

**CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.**

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

**PARTICIPATION OF NONPUBLIC SCHOOLS**

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

**ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

**CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

**CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

**CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)**

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92' of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

**AUDIT REQUIREMENTS**

All grant recipients who spend $500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,

II. Procure a commercial sex act during the period of time that the award is in effect; or

III. Use forced labor in the performance of the award or sub awards under the award.

IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

**ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

**ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at $25,000 or more with an award date on or after October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to the MDE for the purposes of federal reports for any subaward on a grant awarded by the U.S. department of Education will be reported for each action or subaward that obligates $25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5).

**IN ADDITION:**
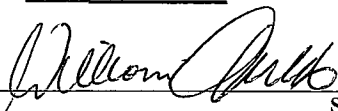This project/program will not supplant nor duplicate an existing School Improvement Plan.

**SPECIFIC PROGRAM ASSURANCES**

The following provisions are understood by the recipients of the grants should it be awarded:
1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with School Improvement funds.
7. If the recipient implements a restart model in a Priority school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
9. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
10. The recipient must report to the SEA the school-level data required under section III of the final requirements.

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.
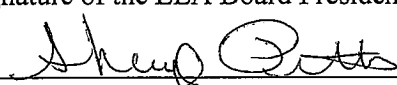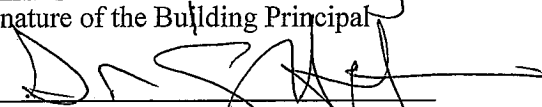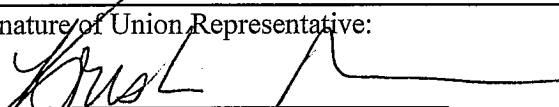

DATE _5/30/2014_

SUPERINTENDENT OR
AUTHORIZED OFFICIAL

_____
SIGNATURE

TYPED NAME/TITLE: _William Childs / Superintendent_

22

# SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

| Legal Name of School Building:<br>Litchfield Elementary School<br><br>School Building Code:<br>02338 | Mailing Address:<br>Litchfield Community Schools<br>210 Williams St.<br>Litchfield, MI 49252 | |
|---|---|---|
| School Building Contact for the School Improvement Grant<br><br>Name: Dr. Corey Helgesen<br><br>Position and Office: Principal<br><br>Contact's Mailing Address:<br>Litchfield Community Schools<br>210 Williams St.<br>Litchfield, MI 49252<br><br>Telephone: 517-542-2388<br>Fax: 517-5422580<br><br>Email address:chelgesen@litchfieldschools.com | | |
| LEA School Superintendent/Director (Printed Name):<br>Bill Childs     *Bill Childs* | Telephone:<br>517-542-2388 | |
| Signature of the LEA School Superintendent/Director:<br>X *William Childs* | Date:<br>5/30/2014 | |
| LEA School LEA Board President (Printed Name):<br>*Sheryl Pitts* | Telephone: | |
| Signature of the LEA Board President:<br>X *[signature]* | Date:<br>5/30/2014 | |
| Building Principal (Printed Name):<br>*Corey Helgesen* | Telephone:<br>517 542 2388 | |
| Signature of the Building Principal:<br>X *[signature]* | Date:<br>5/30/2014 | |
| Union Representative (Printed Name):<br>Kristen Miller | Telephone<br>517-542-2388 | |
| Signature of Union Representative:<br>X *[signature]* | Date:<br>5·30·14 | |

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

# Section A

## 1. Analysis of data. Maximum length 1 page

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the Michigan Educational Assessment Program (MEAP), Mi-Access or the Michigan Merit Examination (MME), poverty level, graduation data, extended learning opportunities, etc., and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data Analysis and School Process Rubric Summary report. Consider how subgroups within the school are performing and possible areas to target for improvement. Do not attach the building CNA.

**What sources of data did the school use in their analysis?**
**Based on the analysis, what are the major areas of need that the school's plan will target.**

Litchfield Community Schools (LCS) used data dialogues as the basis for analyzing the needs of the school. Numerous stakeholders were involved in the process, which helped us determine that in rapid turnaround and improving student achievement at LCS must focus on the following:

**Literacy:** Proficiency levels over the past five years have been within a range of 34% to 49%, indicating that more than half of the students at LCS have not met proficiency in reading. Results have shown little improvement in reading, as scores are relatively flat over time. It can be specifically noted that LCS students in the 3rd, 4th, 5th and 6th grades are not making adequate gains in reading. Based on the 7th and 8th grade MEAP reading results, student proficiency levels have decreased from 77% to 50% over the past three years. At the high school level, the MME/WorkKeys/ACT results revealed a range of proficiency between 21% - 52% over the past five years. These scores are not acceptable for the academic growth of Litchfield students. A review of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results from September 2013 also indicated concerns in the development of early literacy skills. Based on these data, we will seek to improve student achievement in reading in accordance with the new annual measurable objectives for LCS, focusing specifically on improving reading comprehension of informational text. This goal is the focus of all grade levels and content areas.

**Mathematics:** A data dig of MEAP results revealed lack of improvement in math skills has been observed, with proficiency levels over the past five years within the range of 11% to 24%. These scores indicate that more than 3/4 of students at Litchfield Community Schools have not met proficiency in mathematics, scores which have remained low and flat over time. It can be specifically noted that LCS students in grades the 3rd, 4th, 5th and 6th grades are not making adequate gains in mathematics. As a result of these data, we will work to focus on the following strands: number and operations (elementary, K-5), expressions and equations (secondary, 6-8), and problem solving with real life applications (secondary, 9-12).

**Leadership, Infrastructure, and Instructional Capacity.** Data from the ERS Resource Check and SchoolCheck, along with the discoveries of our causal categories from data dialogues, indicated a weakness in the areas of Instructional Leadership, Infrastructure and Instruction. As a result, we are engaging in Professional Learning Communities (PLCs) focused on teaching for learning through data-based decision making and developing a Multi-Tiered System of Support to ensure achievement for all students through both prevention and intervention systems. We have incorporated instructional coaching to support the teaching staff and have implemented of a rigorous and engaging curriculum aligned to the Common Core State Standards.

# Identify 3 things that the school will fundamentally change for turnaround to be successful.

The sources of data that the school used in their analysis are ERS ResourceCheck and SchoolCheck, common local assessments, DIBLES, poverty levels, AYP status, and staff, parent and student surveys. Based on the analysis, Litchfield has identified the major areas of need described above. We have determined that in order to turnaround Litchfield schools and improve student academic achievement, we must focus our reform efforts on the following three areas:

1) We will improve student academic performance in reading as measured by the new annual measurable objectives for Litchfield Community Schools by focusing specifically on improving reading comprehension of informational text. This goal will be the focus of all grade levels and content areas.

2) We will improve student academic performance in math as measured by the new annual measurable objectives for Litchfield Community Schools by focusing on number and operations.

3) We will improve student academic achievement by engaging in Professional Learning Communities focused on teaching for learning through data-based decision making to develop a Multi-Tiered System of Support that will ensure achievement for all students through prevention and intervention systems. We will incorporate instructional coaching to support the teaching staff through the implementation of a rigorous and engaging curriculum aligned to the Common Core State Standards.

## 2. School Building Capacity – Resource Profile  Maximum length 1 page

a.
**School Improvement Grant Coordinator/Facilitator** will confirm that professional development is implemented and monitored in support of the reform plan and will coordinate the implementation of the SIG grant.

**The Family Liaison** will work to strengthen the capacity of teachers and administrators in engaging families, function as liaison between the administration and families around parent involvement issues, provide regular communication with parents to inform them of events at the school, and support the maintenance of a family friendly school community.

**Data Coach** will conduct analysis of student assessment data to provide information for developing targets for ILCs. Provide data focused professional development sessions to all academic stakeholders aimed at creating data capacity for all.

**Mental Health Counselor** will promote strategies for school personnel in dealing with issues of mental and emotional health, counsel with emphasis on prevention, and assist individuals dealing with issues associated with self-esteem, conflict resolution, bullying, and family matters impeding academic performance.

b. Professional development will be provided during and after-school for teachers and support staff specific to engaging the learning priorities outlined in our reform plan. Additionally, Michigan State University will facilitate Saturday workshops centered on developing instructional leadership capacity throughout the school year. Staff will also attend various professional development and conferences in addition to district and ISD professional development opportunities focused on Professional Learning

Communities, Instructional Learning Cycles and a Multi-tiered system of Supports. Finally staff will conduct in-house professional development with the aim of sustaining improvement strategies.

c. The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

| √☐ General Funds<br><br>√☐Title I Part A<br>√☐Title I Schoolwide<br>☐Title I Part C<br>☐Title I Part D | ☐Title I School<br><br>Improvement (ISI) | √☐Title II Part A<br>☐Title II Part D<br>☐USAC - Technology | ☐Title III |
|---|---|---|---|
| ☐Title IV Part A<br>☐Title V Parts A-C | √☐Section 31 a<br>☐Section 32 e<br>☐Section 41 | ☐ Head Start<br>☐ Even Start | ☐ Special Education |
| Other: (Examples include: Smaller Learning Communities, Magnet Schools.) | | | |

## 3. School Building Commitment

*Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application. Michigan Department of Education staff will conduct face-to-face or conference call interviews with the SIG teams of each school that is selected to receive a School Improvement Grant prior to the grant being awarded.* ***Maximum length 1 page***

a. **Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.**

Transparency was a major component of designing and implementing the schools Transformation Plan. Frequent efforts were made throughout the process to gather staff input. Multiple staff meetings were held to train, keep staff involved, and cultivate ownership in the efforts to effect change in the school. The staff's support and

commitment is apparent in their willingness to add additional instructional time (20 minutes per day for the duration of the year), five additional instructional days as well as five additional professional development days without compensation.

**b. Explain the district and school's ability to support systemic change required by the model selected.**

Systemic change is being supported through the following:

- Hiring of New Administration
- Establishment of a Priority Leadership Team
- Instituting Instructional Coaching
- Adoption of New Curriculum
- Utilization of STAGES – a teacher evaluation software
- Broad use of Data walls
- Job-embedded professional development
- New teacher handbook
- New student handbook
- Schoolwide Title I
- Instructional Learning Cycles
- Professional Learning Communities
- Lead Teacher

**c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?**

A Letter of Understanding was signed by the Litchfield Education Association in the spring of 2013 in support of the extended learning time. This will extend throughout the duration of the Reform Redesign Report. This change could be sustained by reaching a new LOU for the purpose of the School Improvement Grant. If a calendar change is necessary the union will support.

## 4. School Improvement Plan
Attach School Improvement Plan **(DO NOT insert here, upload as a separate file)**

## 5. External Provider Selection
Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list. **Maximum length 1 paragraph**

Members of our leadership team reviewed potential providers listed on MDE approved provider list to discuss how their offerings aligned with our school's needs. These meetings offered a great opportunity to examine the credentials and accomplishments of the providers to determine whether or not their scope of services aligned with the mission, vision and educational program model adopted by our school. Litchfield Community School has chosen Michigan State University (MSU) from the Michigan Department of Education's preferred list of external providers based on demonstrated success with development of school-wide coherence for implementing school reforms.

## 6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

**Maximum length 1 page**

### a. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.

In order to meet the needs of students in a transformational school, Litchfield Community Schools will implement strategies to recruit highly effective staff. These strategies will include establishing a personnel committee that is comprised of a variety of stakeholders. We have developed a rigorous interview process, which comprises of posting for position, screening for positions, interview, vetting, and recommendation to board of education. We plan to fill available positions before August, offering full-time positions as need requires. Additionally, LCS will partner with the five universities that are located within 30 miles of the school to increase the prospective applicant pool as well as with MASSP and other regional consortium agencies. Recruiting highly effective staff will contribute to the transformation of LCS to meet the needs of all students. The personnel search committee is comprised of a variety of stakeholders to ensure the most effective and appropriate candidates are hired at Litchfield Community Schools.

### Describe how community resources will be aligned to facilitate implementation of the intervention selection.

During the 2012-13 school year and beyond, the following technical assistance and support of LCS's big ideas of increased reading comprehension of informational text and the three separate math improvement goals will be provided by Hillsdale County Intermediate School District (HCISD), Michigan Department of Education, Michigan State University, and other external organizations.

HCISD will provide:

- common assessment/assessment calendar
- data dialogue in the areas of informational reading and math,
- RtI/MTSS/differentiated instruction
- special education professional development to meet the needs of all students as identified through assessments
- professional development in the following areas: Common Core development/curriculum development/pacing guides as related to improving/focusing on the reading and math needs of the district, curriculum alignment/pacing guide development as related to improving/focusing on the reading and math goals of the district, and general education resources for all areas of the plan.

The MDE will provide:

- Resources, monitoring and feedback during the priority school process Access and support for various tools to enhance the reform process including Nextpert and the Surveys of Enacted Curriculum.
- The Transformation Toolkit, as well as technical assistance through their website. These tools will be utilized to enhance classroom best practice and teacher instruction.
- Gayle Green, Harmon Beekman and Darlene Scott will support us in our transition to K-5 schoolwide Title I

Federal Government: Title I funding

Other external organizations: Alumni through financial support and Litchfield Initiative through financial support

Parent and Community Involvement:

- Technical Assistance Night
- Online Grade/Attendance program
- Positive Post Card Initiative
- Friday Folders
- Parent/Teacher Organization (PTO) - The initial meeting will be to recruit new parents to participate in the PTO. The PTO at LitchfieldSchools is a strong partnership that currently exists at Litchfield Schools. The PTO meets on a monthly basis.
- Family/School Test-Taking Partnership.
- Fall Title I Parent Night - As required by Title I
- Family Literacy Nights, Financial Aid Night, MEAP Night, Career Day
- Parent/Teacher Conferences
- Common Core Report Cards
- Accelerated Math Enterprise

## 7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

**Maximum length 1 page**

### a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.

A dramatically revised schedule which included an addition of 182.42 hours has been established to effectively share staff across grades in order to meet the academic needs of our students. Increased Time:

- 37.5 hours by adding five instructional days during the year
- 32.5 hours by adding five PD days to the calendar
- 15.75 hours by adding PLC's
- 57 hours by adding 20 minutes to the school day
- 39.67 hours by revising the schedule to add core instructional time during the existing day

### b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.

Explanation of how these additional hours will be implemented:

- Five instructional days were added to the school year:
- Five professional development days for the purpose of collaboration time as well as 34 PLC meetings a year.
- Added 20 minutes per day, making the school hours 7:45-3:20.

In the past at the elementary level, individual teachers determined the length, structure, and the frequency of each instructional period for the four core content areas. Title services were administered to title students during those times. Also, a resource room at the elementary level was utilized for special education students. The purpose of specials (music and physical education) at the elementary level was to incorporate added learning opportunities for students. Library time functioned as a pull out during instructional time. With the new schedule, the elementary (K-5) has been restructured to ensure:

- a guaranteed, uninterrupted 90-minute ELA block
- a guaranteed uninterrupted 60-minute Math block
- a guaranteed, uninterrupted 40-minute Science, social studies, and writing workshop block
- a 40-minute MTSS intervention block will be implemented

Specials have been redesigned as a structured support for the core content areas. The new specials schedule will include physical education, music, computers, art and library. The new structure of the schedule guarantees that each Litchfield elementary student will receive instruction in all four core areas daily. Additional instructional time, at the elementary level, will be guaranteed by eliminating all possible interruptions during core content instructional time. This will include, but is not limited to the use of assemblies, Bible release time, announcements, etc.

## 8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

### School Efforts

**Year One: Beginning the Work**—Having already implemented year one of the Reform Redesign Plan, we are continuing to deepen our knowledge and understanding of best practices implemented through the plan. We will to continue to build ownership within the staff and the community as well as facilitate awareness in the student body and the role they play in their own education. We will also continue data-driven decision-making protocols, as well as continue to monitor and adjust progress of implementation as perceived by all stakeholders.

**Year Two: Deepening the Work**—The principal, SIG coordinator, lead teacher and leadership team continue their growth by expanding the capacity to implement effective instructional and leadership practices. Sustainability will be developed by continued implementation of the interventions in year one.

**Year Three: Sustaining the Work**—The principal, SIG coordinator, lead teacher and leadership team will work on institutionalizing a culture of accountable practice by developing proficiency to implement the strategies that result in increased student achievement. We will plan for continued progress by continuing an emphasis on data-driven decision making and best practice instructional strategies.

### Year One: Beginning the Work Activities

- Professional Learning Communities
- Instructional Learning Cycles
- Formative Assessments
- Improve instructional programs
- Power Standards
- Pacing Guides
- Schoolwide Title I

- Parent/Community Involvement
- Extended Time
- Essential Standards
- Differentiated Instruction Professional Development
- Six-Minute Solution
- Read 180
- Corrective Reading
- New Hires
- Technology
- Media Center
- Book study, need based
- Ongoing professional development for instructional staff as well as paraprofessionals
- SEE NOTES FOR ADDITIONAL
- Professional library
- Leveled Reader Library
- PEAK – Teaching for Excellence
- PEAK – Leading for Excellence
- MIexcel – Priority Schools Summer Institute
- Reading Apprenticeship

## Year Two: Deepening the Work Work Activities
- PLC's
- ILC's
- Early release
- Title I Schoolwide
- Book study, need based
- Extended time
- Technology Updates & Software
- Parent and community involvement
- Training existing staff
- Ongoing professional development for instructional staff as well as paraprofessionals

## Year Three: Sustaining the Work
- PLC's
- ILC's
- Early release
- Title I Schoolwide
- Book study, need based
- Extended time
- Parent and community involvement
- Ongoing professional development for instructional staff as well as paraprofessionals

## Fellowship and Leadership Coaching

-
- **Year One: Beginning the Work**
- Working as a team, the principal, school improvement coach and instructional leadership team work on creating a culture of improvement, including an accountable professional community. Creating a collective vision of what is possible, including a shared understanding of instructional program coherence and the role students have in their own education. Understanding the data available to inform decisions about instructional improvement. Learning about the change process and how it impacts staff, students and families. Developing a clear understanding of effective instruction that leads to improved student achievement. Identifying effective organizational structures that support improved student achievement.

- 
- **Year Two: Deepening the Work**
- The principal, coach and leadership team continue their growth by expanding the capacity to implement effective instructional and leadership practice. Increasing skills in using data and in helping others become adept in data analysis. Continuing to learn how to manage complex change in schools. Using the school improvement plan, identifying an appropriate problem of practice and theory of action in order to provide focus for school improvement efforts that will leverage the greatest student improvement. Expanding the accountable professional community to include feeder schools and central offices.
- 

- **Year Three: Sustaining the Work**
- The principal, coach and leadership teamwork on institutionalizing a culture of accountable practice by developing proficiency to implement the strategies that result in increased student achievement. Demonstrating data proficiency in all aspects of the school's work. Ensuring instructional program coherence across and between grade levels/subjects. Planning for continued progress and continuing an emphasis on effective and efficient school organization

## Year One of MSU's Support for MTSS and RTI: Beginning the Work

MSU Specialist, Dr. Sean Williams and his team will provide professional development and support for MTSS-RTI that is aligned with the identified needs of the SIG school. The level of support will include:

- Performing a needs assessment
- Access to the latest, best practices, strategies and resources for MTSS-RTI
- Development of professional learning community and a culture of sustainability
- Using the school improvement plan and multiple forms of student data to identifying an appropriate problem of practice and theory of action in order to provide aligned content and RTI structures for targeted skill development
- Focusing school-community efforts including a shared understanding of the needs, available resources and applicable strategies
- Developing a shared understanding and application of relevant data for the purpose of providing "tiered" interventions
- Identifying effective organizational structures that support an adaptive MTSS-RTI system based on student needs

## Year 2 of MSU's Support for MTSS and RTI: Deeping the Work

MSU Specialist, Dr. Sean Williams and his team will provide professional development and support for MTSS-RTI that is aligned with the identified needs of the SIG school. The level of support will include:

- Performing a needs assessment

- Access to the latest, best practices, strategies and resources for MTSS-RTI
- Development of professional learning community and a culture of sustainability
- Using the school improvement plan and multiple forms of student data to identifying an appropriate problem of practice and theory of action in order to provide aligned content and RTI structures for targeted skill development
- Focusing school-community efforts including a shared understanding of the needs, available resources and applicable strategies
- Developing a shared understanding and application of relevant data for the purpose of providing "tiered" interventions
- Identifying effective organizational structures that support an adaptive MTSS-RTI system based on student needs

**Year Three of MSU's Support for MTSS and RTI: Sustaining the Work**

MSU Specialists and the support team assist in institutionalizing culture of accountability system wide by:

- Supporting the development of proficient school leaders that can implement and monitor MTSS-RTI strategies that result in increased student achievement.
- Facilitating demonstrable data proficiency by school leaders in all aspects of the school's work
- Supporting instructional program coherence across and between grade levels/subjects with a laser focus Tier I supports; core instruction
- Assisting in the planning for continued progress
- Scaffolding the continuation of an expanded professional community district-wide

## 9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three. Attachment I requires annual goals to be set for each leading/lagging indicator.

|  | Current Proficiency Rate 2014-15 | Goal for 2015-2016 | Goal for 2016-2017 | Goal for 2017-2018 |
|---|---|---|---|---|
| Reading | 54.38% | 58.75% | 63.13% | 67.50% |
| Mathematics | 36% | 43% | 50% | 57% |
| Writing | 40.18% | 46.58% | 52.99% | 59.39% |

| | | | | |
|---|---|---|---|---|
| Social Studies | 36.41% | 43.35% | 50.29% | 57.23% |
| Science | 29% | 37% | 45% | 53% |

## 10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application. **Maximum length 1 page**

The stakeholders involved were already established due to the Reform Redesign Report. Those stakeholders include: the MSU intervention specialist, the School Improvement Facilitator, the leadership team, the new administrator, school board, and staff. The stakeholders collaboratively developed the plan at staff/school improvement meetings. Parent input was given through meetings and surveys. The leadership team also met to discuss the plan and ensure alignment with reform initiatives already in place. These requirements were discussed in detail with all stakeholders. Parent input was solicited for the plan. As we finished components, we met or emailed copies to stake-holders for input. The leadership team then met and came to a consensus about the finalized plan.

## 11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **Maximum length 1 page**

Increased sustainability will be facilitated by the ongoing professional development which helps to cultivate and support building level systemic change. Professional development will be focused on the three fundamental changes of Professional Learning Communities, Instructional Learning Cycles and a Multi-tiered system of Supports. Thus providing, the school with existing staff to continue reform efforts.

The following professional development will provide sustainability for years to come.

**Professional Learning Communities:**

- Formative Assessment
- Pacing guides
- Book studies
- Professional Library

**Instructional Learning Cycle:**

- Improved instructional programs
- Power Standards

**Multi-tiered System of Supports:**

- Differentiated Instruction professional development
- Six Minute Solution
- Read 180
- Accelerated Math
- Schoolwide Title I

13

Other aspects of the sustainability will include, extended learning time, parent and community involvement, and additional technology. New staffing will help to cultivate increased capacity within existing staff in order to establish and maintain opportunities for advancement. In addition, within the reform plan the school has identified a systematic process in which to reward and retain teachers.

The 3-year program and its multiple components is specifically designed to become sustainable after the term of the grant. It will accomplish this goal by building leadership capacity within the schools, not just within the principals or leadership teams, but across each entire school. This broad leadership and commitment to the vision of learning for all children, combined with the capacity building of our teachers, the alteration of policies, procedures and processes to support student learning, and implementation of a consistent discipline policy and high quality curricula will lead to a self-sustaining culture of high achievement for Litchfield Community Schools.

## 12. State Reform Plan
Attach approved State Reform Plan **(DO NOT insert here, upload as a separate file)**

## Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention. **Only select the model that aligns to the approved SRO Plan.**

    Attachment A – Transformation
    Attachment B – Turnaround
    Attachment C – Restart
    Attachment D – Closure

## Section C.

**Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.**

| LEA / MSU K-12 Outreach Programs - BUDGET | | | | | |
|---|---|---|---|---|---|
| | Year 1 Budget | | Year 2 Budget | Year 3 Budget | Three-Year Total |
| | Pre-implementation | Year 1 - Full Implementation | | | |
| Priority School #1 LCS Elementary School | $715,000 | $486,000 | $483,290 | $475,230 | $2,159,520 |
| Priority School #2 LCS Middle/High School | $745,000 | $540,110 | $534,090 | $526,330 | $2,345,530 |
| LEA-level Activities | $300,000 | | $275,000 | $250,000 | $825,000 |
| Total Budget | $1,760,000 | | $1,292,380 | $1,251,560 | $5,330,050 |

## Section D.

## Baseline Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on a yearly basis.

USED Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

| Metric | |
|---|---|
| Which intervention was selected (turnaround, restart, closure or transformation) | Transformation |
| Number of minutes in the school year | 67,832 |
| Dropout rate (Numeric %) | NA |
| Number of Disciplinary Incidents | 32 |
| Number of Students Involved in Disciplinary Incidents | 28 |
| Increased Learning Time | 20 minutes per day |
| ILT – Longer School Year | 5 additional days |

| | |
|---|---|
| ILT – Longer School Day | 20 minutes per day |
| ILT – Before or After School | NA |
| ILT – Summer School | NA |
| ILT – Weekend School | NA |
| ILT – Other | NA |
| Student attendance rate (Numeric %) | 93% |
| Advanced Coursework | NA |
| Dual Enrollment Classes | NA |
| Advanced Coursework **and** Dual Enrollment Classes | NA |
| International Baccalaureate | NA |
| Early college/college credit | NA |
| High School Graduation Rate | NA |
| College Enrollment Rates (Numeric %) | NA |
| Truants (Numeric) | 33 |
| Teacher Attendance Rate | 96.6% |
| Highly Effective Teachers (Numeric %) | 16.7% |

| | |
|---|---|
| Effective Teachers (Numeric %) | 61% |
| Minimally Effective Teachers (Numeric %) | 16.7% |
| Ineffective Teachers (Numeric %) | 5% |
| Explanation of other types of increased learning | |

## Fiscal Information

The MDE has asked for a waiver of section 421(b) of General Education Provisions Act to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Line item budgets must be submitted for school years 2014-2015, 2015-2016, and 2016-2017.

## USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four intervention models at the school.

Select only 1 Model
**Attachment A--Transformation Model**

**The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be implemented.**

      1. Replace the principal –

At the start of the 2013-14 school year, a new principal was hired.

2. Include student data in teacher/leader evaluation
   The current teacher/leader evaluations includes 25% student data.

3. Evaluations that are designed with teacher/principal involvement
   The current evaluation process was designed collaboratively with the principal, union, leadership and board of education.

4. Remove leaders/staff that have not increased achievement
   As outlined in the reform plan, leaders/staff will first be supported through the IDP process with targeted professional development, highly effective mentor teachers and goal setting. From the moment identified, the leader/staff has the remainder of the current marking period and the next marking period to show significant improvement. At this point, the teacher will be removed and placed in another position.

5. Provide on-going job embedded staff development
   A three year professional development calendar was created targeting our data identified area of need.

6. Implement financial incentives or career growth or flexible work conditions.
   - Priority parking space
   - Principal takes over classroom (1 day) while teacher attends district paid PD
   - Teacher release visit top achieving schools to collaborate/observe
   - Gift cards from local businesses (as donate or are available)
   - Extra resources for each classroom, as determined by teacher
   - Donation of a library book for appropriate grade level
   - Tickets to movies/sporting events

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

Litchfield Community Schools (LCS) will implement the following research based strategies to support the achievement of our big ideas: Understanding by Design instructional model created by Grant Wiggins and Jay McTighe. This model requires the identification of learning outcomes which are aligned to the state standards, the determination of acceptable evidence to assess if students have achieved these learning

outcomes and planning learning experiences and instruction that are connected to the big ideas.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.
   The staff implemented a three week Instructional Learning Cycle in which students were pre/post tested. Based on the results from ILC's, instruction was modified. The staff will continue to receive professional development on differentiated instruction.

9. Provide increased learning time
   a. Extended learning time for all students in the core areas
   In the past at the elementary level, individual teachers determined the length, structure and the frequency of each instructional period for the four core content areas. Title services were administered to title students during those times. Also, a resource room, at the elementary level was utilized for special education students. The purpose of specials (music and physical education) at the elementary level was to incorporate added learning opportunities for students. Library time functioned as a pull out during instructional time. With the new schedule, the elementary (K-5) has been restructured to ensure:

   - a guaranteed, uninterrupted 90 minute ELA block

   - a guaranteed uninterrupted 60 minute Math block.

   - a guaranteed, uninterrupted 40 minute Science, social studies, and writing workshop block

   - a 40 minute MTSS intervention block will be implemented

The new structure of the schedule guarantees that each Litchfield elementary student will receive instruction in all four core areas, daily.

Additional instructional time, at the elementary level, will be guaranteed by eliminating all possible interruptions during core content instructional time. This will include but is not limited to the use of assemblies, Bible release time, announcements, etc.

   b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education

Specials have been redesigned as a structured support for the core content areas. The new specials schedule will include physical education, music, computers, art and library.

During intervention, students will be given opportunities remediation and/or enrichment.

c. Teachers to collaborate, plan and engage in professional Development

Teachers have been given job embedded professional development based professional development. Teachers have been surveyed to give their input as to what they feel would be beneficial to their professional growth.

9. Provide ongoing mechanisms for family and community engagement

In an effort to continually engage families and community in improving student achievement, in our goals of increased reading comprehension of informational text and increased math performance (number and operations (k-5), LCS has provided the multiple opportunities.

10. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

The principal, within the policies of Litchfield Community Schools and the existing budget, was granted sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

During the 2013-14 school year, the following technical assistance and support of LCS's ideas of increased reading comprehension of informational text and the math improvement goals were be provided by Hillsdale County Intermediate School District, Michigan Department of Education, and Michigan State University, and other external organizations.

**The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.**

1. Provide additional funding to attract and retain staff.

The incentives are outlined in the reform plan.

2. Institute a system for measuring changes in instructional practices that result from professional development.

The incentives are outlined in the reform plan.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

This is not addressed in the reform plan.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

This is outlined in the reform plan.

5. Implement a school wide Multi-Tiered System of Supports model.

This is outlined in the reform plan.

6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.

This is not outlined in the reform plan.

7. Use and integrate technology-based interventions.

This is outlined in the reform plan.

8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.

This is not outlined in the reform plan.

9. Provide summer transition programs or freshman academies.

This is not outlined in the reform plan.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

This is outlined in the reform plan.

11. Establish early warning systems to identify students who may be at risk of failure.

This is outlined in the reform plan.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

This is outlined in the reform plan.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

This is outlined in the reform plan.

14. Implementing approaches to improve school climate, culture, and discipline.

This is outlined in the reform plan.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

This is not outlined in the reform plan. This practice was already in place.

16. Allow the school to be run under a new governance arrangement.

This is not outlined in the reform plan.

17. Implement a per pupil, school-based budget formula weighted based on student needs.

This is not outlined in the reform plan.

DISTRICT SUMMARY BUDGET:

| | LEA / MSU K-12 Outreach Programs - BUDGET | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 Budget | | Year 2 Budget | Year 3 Budget | Three-Year Total |
| | Pre-implementation | Year 1 - Full implementation | | | |
| Priority School #1 LCS Elementary School | $715,000 | $486,000 | $483,290 | $475,230 | $2,159,520 |
| Priority School #2 LCS Middle/High School | $745,000 | $540,110 | $534,090 | $526,330 | $2,345,530 |
| LEA-level Activities | $300,000 | | $275,000 | $250,000 | $825,000 |
| Total Budget | $1,760,000 | | $1,292,380 | $1,251,560 | $5,330,050 |

# 1. BUDGET SUMMARY FOR: Litchfield Community Schools: Elementary

| LEGAL NAME OF APPLICANT: | | | District Code | | |
|---|---|---|---|---|---|
| Litchfield Community Schools: Dr. Corey J. Helgesen | | | 30400 | | |

| MDE USE ONLY | Grant No. | Project No. | Project Type | Ending Date | FY of Approved Activity |
|---|---|---|---|---|---|
| | | | | | 2014 |

# 1. BUDGET SUMMARY FOR: Litchfield Community Schools: Elementary

| FUNCTION CODE | FUNCTION TITLE | SALARIES | BENEFITS | PURCHASED SERVICES | SUPPLIES & MATERIALS | CAPITAL OUTLAY | OTHER EXPENDITURES | TOTAL EXPENDITURES |
|---|---|---|---|---|---|---|---|---|
| 110 | Instruction – Basic Programs | 0 | 0 | 0 | 64000 | 0 | 0 | 64000 |
| 120 | Instruction – Added Needs | 0 | 0 | 125000 | 175000 | 0 | 0 | 300000 |
| 210 | Pupil Support Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 211 | Truancy/Absenteeism Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 212 | Guidance Services | 0 | 0 | 165000 | 0 | 0 | 0 | 165000 |
| 213 | Health Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 214 | Psychological Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 216 | Social Work Services | 0 | 0 | 165000 | 0 | 0 | 0 | 165000 |
| 220 | Instructional Staff Services | 0 | 0 | 1155000 | 0 | 0 | 0 | 1155000 |
| 221 | Improvement of Instruction | 0 | 0 | 150000 | 30000 | 0 | 0 | 180000 |
| 225 | Instruction Related Technology | 0 | 0 | 180000 | 210000 | 305000 | 0 | 695000 |
| 227 | Academic Student Assessment | 0 | 0 | 0 | 12000 | 0 | 0 | 12000 |
| 230 | General Administration | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 232 | Executive Administration | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 240 | School Administration | 0 | 0 | 30000 | 0 | 0 | 0 | 30000 |
| 250 | Support Services Business | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 257 | Internal Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 266 | Operation and Maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 280 | Central Support Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 281 | Planning, Research, Development, and Evaluation | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 283 | Staff/Personnel Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Code | | | | | | | |
|---|---|---|---|---|---|---|---|
| 300 | Community Services | 0 | 0 | 0 | 0 | 0 | 0 |
| 311 | Community Services Direction | 0 | 0 | 0 | 0 | 0 | 0 |
| 331 | Community Activities | 0 | 0 | 45000 | 45000 | 0 | 90000 |
| | SUBTOTAL | 0 | 0 | 536000 | 2015000 | 305000 | 2856000 |
| | Indirect Costs 4.5 % Restricted Rate | 4.50% | 4.50% | 4.50% | 4.50% | 4.50% | |
| | TOTAL | 0 | 0 | 560120 | 2105675 | 318725 | 2984520 |

## BUDGET DETAIL

xplain each line item that appears on
ie Budget Summary, using the
dicated function code and title, on a
ain sheet. (*Provide attachment(s)*
*s needed.*)

5/31/2014 *[signature] William Ruch*

Date

BUSINESS OFFICE REPRESENTATIVE SIGNATURE

5/31/2014 *[signature] William Ruch*

Date

SUPERINTENDENT/DIRECTOR SIGNATURE

# ATTACHMENT: C-2. Budget Detail (ELEMENTARY)

FUNCTION CODE

**110 – Instruction – Basic Programs**

(a) Leveled reading will be procured for each classroom and a centralized storage room close in proximity to the elementary shall be made accessible.

(b) Multi-tiered Systems of Support literature and will be made available each year.

(c) Classroom subscriptions for all teachers based upon informational texts and math.

(d) Math consumable and manipulative resources.

**120 – Instruction – Added Needs**

(a) AAP (Academic Assistance Program) designed for at-risk students who need tutoring and instructional assistance in standards not being met.

(b) Before & Afterschool project-based literacy and math enrichment program.

(c) A complete revamping of literature, resources, and materials for a very outdated Library and Media Center.

**212 – Guidance Services**

(a) Mental health services provider as required per SIGIII grant.

**216 – Social Work Services**

(a) Family liaison position as required per SIGIII grant.

**220 – Instructional Staff Services**

(a) LEA – MSU Extension office service provider as required per SIGIII grant.

(b) Data coach provider as required per SIGIII grant.

(c) School Improvement Grant Coordinator as required per SIGIII grant.

221 — **Improvement of Instruction**

(a) Professional library for staff based upon PD and other resources assistive to the development of best teaching practices.

(b) Professional development opportunities for staff on and off campus.

225 — **Instruction Related Technology**

(a) Interactive whiteboards for all classrooms, to include SPED, Computer testing labs, art room, music room, science lab, and Media Center.

(b) Math assistive learning software: Gizmos, Destination Math, etc.

(c) Literacy assistive learning software: Destination Reading, Read 180, AR, etc.

(d) Formal Assessment generators.

(e) "Clickers" for whiteboards.

(f) Secure computer testing lab.

(g) One-to-one netbooks for all students.

(h) Technology Improvements to support influx of technology applications: routers, server, docking stations, and other components.

(i) Technology support coordinator to support influx of technology applications.

(j) Assistive assessment software: MAPPS, NWEA, etc.

227 — **Academic Student Assessment**

(a) Fontiss & Panell, or other such literacy assessment programming.

240 — **School Administration**

(a) Professional development for aspiring administrators to obtain training as lead teachers to distribute leading efforts in school.

(b) Superintendent "The Courageous Journey" PD through the MDE.

283 — **Staff/Personnel Services**

(a) Library assistance for initial stocking of newly procured items in media center and library area.

(a) Community outreach activities based upon literacy, technology, and mathematics awareness.

## 2. BUDGET DETAIL

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. *(Provide attachment(s) as needed.)*

5/31/2014 _William [signature]_

Date      **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

5/31/2014 _William [signature]_

Date      **SUPERINTENDENT/DIRECTOR SIGNATURE**